

Unit 5/Lesson 24

Taking Care of Our Environment Responsible Citizenship

Essential Question

Who is responsible for the care of our environment?

Guiding Questions:

1. What is my responsibility to prevent and clean up pollution?
2. In what ways do people affect and alter their environment?
3. What is the difference between recycle, reuse, and reduce?
4. How can people protect resources through conservation?

Lesson 16 Reading Selections (Use for the next three weeks)

Counting Cans T14-15

A Mr. Rubbish Mood from Judy Moody Saves the World

T 28-T 36----Student Book pp 15-28.

Lesson 16 Leveled Readers/Vocabulary Reader

The Recycling Contest

Joy's Planet Patrol Plan

Cezar's Pollution Solution

The Green Team

Recycle, Reuse, and Reduce

Day 1

Review concepts learned during the past few weeks about how one person can make a difference in the world.

Introduce the terms Environment and Human Features

Use the Harcourt Social Studies Textbook pp 114-115 "Our Environment" to discuss the terms and introduce this week's lesson.

Blue Sky Activity

- Begin "Blue Sky" Activity link found in the following lesson:
<http://learningtogive.org/lessons/unit449/lesson1.html>
Discuss the meaning of community as it relates to the student's experience: home, school, friends, neighborhood, city, state, country, and world.
- Ask students identify what is good about their community and what they would like to see improved or changed. Create a chart to fill in as the students discuss what is good and what they would like to change.
- Give each student a piece of blue paper.
- Invite students to portray their ideal world or what they would like their world to look like in 10 years—what the world/community could look like if everyone worked together. Students can draw, color, paint, or create collages on their blue paper.
- When the students are finished, allow each student time to share their creation with the class.

- Record students' thoughts and ideas on a display board and identify and reflect on some of the recurring themes. This can be helpful in identifying student interests for planning of service projects.
- As a class, briefly brainstorm ideas on how to achieve the vision and what challenges they might face in achieving "the ideal."

Assessment/Evaluation

Fictional Narrative (Literacy Writing Focus Week 24 and 25)

Write a story that tells about living in the idea community they created. (Blue Sky Activity).

Day 2

Introduce the story, *Dog of the Sea Waves*, from lesson 24 in Journeys. Read the story with students, stopping periodically to discuss. Help students make connections between this story and concepts such as community, environment, natural resources and human resources.

Assessment/Evaluation

Have students complete the "Turn and Talk" activity on T304 from Journeys.

Day 3

Revisit/Reread *Dog of the Sea Waves*. Use MINILESSON 24 in CLLG page 86 to guide instruction on Author's Purpose.

Assessment/Evaluation

Restate the MINILESON principle. Then tell students to apply it to their independent reading.

Use lesson 16 Leveled Readers and fiction/nonfiction books from the library to reinforce this week's Social Studies focus and to reinforce the Literacy Skill Focus for Author's Purpose and the Literacy Strategy Questioning.

Use one of the stories for the Skill Lesson Author's Purpose.

Unit 4 Lesson 16 T 1-17

CLLG MINILESSON 16 pp. 70-71 Author's Purpose

Unit 5 Lesson 24 T

CLLG MINILESSON 24 pp. 86-87

Use both to teach the Skill Focus for this week's lesson.

Day 4

Introduce, *The Land Volcanoes Built*. Use the MINILESSON in CLLG page 87 to help guide instruction on how students can use various text features to understand informational text.

In this lesson students will participate in a trash clean-up and analyze the issue of pollution due to trash, especially plastics. They discuss who should be responsible for preventing or cleaning up pollution—government, business, charitable, organizations, and/or individuals.

Use the following lesson plan to guide instruction:

<http://learningtogive.org/lessons/unit366/lesson1.html#lesson>

Assessment/Evaluation: Assess student's ability to work cooperatively with their group during the trash collection. Assess student participation during the discussion.

Day 5

Show the following video:

http://www.youtube.com/watch?v=z-64sBtY_wA

- **Hawaii Pollution PSA (Public Service Announcement)**

Have students use strategies discussed this week to determine what the Author's Purpose was for creating that video. What clues helped you understand the purpose of the video.

Have students think about the story *Dog of the Sea Waves*. Ask students to think about how the brothers would feel watching that video. How do you know?

Assessment/Evaluation

Remind students that each of the brothers loved a certain part of nature. Have students write a description paper detailing their favorite part of nature.

Anchor Assessment:

Have students write about how the environment affects how they live in their community and/or state? i.e. recreational activities such as fishing in Lake Maumelle; weather related needs such as the need of air conditioning in the summer; available resources for the types of homes they build; jobs such as working for lumber companies.